



Hillcrest Middle

510 Garrison Road
Simpsonville, SC 29681

Grades	6-8 Middle School	
Enrollment	1,152 Students	
Principal	Keith Russell	864-355-6100
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Dr. Keith Ray	864-288-0476

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	Good
2005	Good	Below Average
2004	Good	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

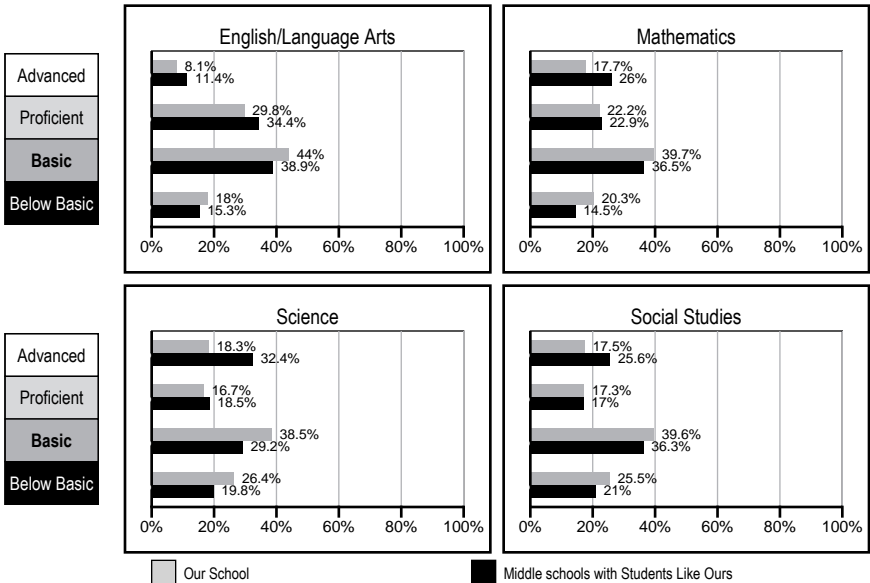
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	7	4	0	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	99.4	99.4
English 1	100.0	87.2
Physical Science	0	0
All Subjects	99.6	98.9

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,152)				
Students enrolled in high school credit courses (grades 7 & 8)	45.0%	Up from 39.3%	41.2%	19.4%
Retention rate	1.6%	Down from 2.3%	0.8%	1.8%
Attendance rate	96.8%	Up from 96.6%	96.7%	95.8%
Eligible for gifted and talented	22.9%	Down from 27.0%	26.6%	15.3%
With disabilities other than speech	12.8%	Up from 10.3%	9.2%	12.9%
Older than usual for grade	2.2%	Up from 1.5%	1.0%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 0.4%	0.7%	0.7%
Annual dropout rate	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n=73)				
Teachers with advanced degrees	61.6%	Down from 65.2%	59.1%	55.0%
Continuing contract teachers	76.7%	Down from 87.1%	75.9%	70.6%
Teachers with emergency or provisional certificates	1.6%	No Change	2.1%	5.4%
Teachers returning from previous year	86.1%	Down from 89.7%	86.1%	83.4%
Teacher attendance rate	94.2%	Down from 94.5%	95.3%	94.9%
Average teacher salary	\$45,391	Down 2.3%	\$46,696	\$44,706
Professional development days/teacher	8.2 days	Up from 8.0 days	11.9 days	11.8 days
School				
Principal's years at school	18.0	Up from 17.0	6.0	3.0
Student-teacher ratio in core subjects	25.9 to 1	Down from 27.4 to 1	21.9 to 1	20.1 to 1
Prime instructional time	90.1%	Up from 90.0%	89.9%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 86.1%	99.5%	98.0%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil*	\$5,588	Up 11.3%	\$6,643	\$7,097
Percent of expenditures for instruction*	69.0%	Down from 69.1%	64.6%	64.4%
Percent of expenditures for teacher salaries*	61.5%	Down from 66.2%	60.1%	59.4%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Hillcrest Middle School has completed our forty-fourth year, the eighth year in our renovated facility. Our student population held steady around 1170, forcing us to use two portable classrooms and to float five teachers from room to room. These conditions, although difficult, have not deterred progress in our academic programs—we are continuing to offer remedial PACT classes for those students who scored BELOW BASIC, and we are offering high school credit in four subjects. PACT students will have further opportunities for instruction during the summer.

Student performance on standardized tests continues to be good, and our MAP scores are showing consistent gains. Students took the MAP test in all four academic areas. Close to 300 students (duplicated) completed high school credit courses in Algebra, English I, Geometry, Keyboarding, and French I. In addition, our students rank very high on the end-of-year course tests prescribed by the state.

Our SIC began studying the potential for single gender classes and put into effect a framework to guide our single gender offerings in the near future. The PTA received information regarding the decisions that the SIC made.

Hillcrest Middle School has outstanding input from all interested parties regarding the overall program—we continue to cast our goals in conjunction with our district's education plan, and our community has a good understanding of our mission. Our ancillary support groups dedicate themselves to assisting in building a strong partnership to support the efforts of the school.

Keith Russell, Principal
Rick Zepel, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	63	354	204
Percent satisfied with learning environment	100.0%	78.2%	79.9%
Percent satisfied with social and physical environment	100.0%	81.5%	79.3%
Percent satisfied with school-home relations	93.7%	86.9%	80.2%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 20 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.1%	0.0%	No
Student attendance rate	96.8%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	1168	99.9	19.2	45.9	29.3	5.7	49.4	52.4	48.2	Yes	Yes
Gender											
Male	592	99.8	24.5	49.3	24.1	2.1	40.1	46.1	41.7	N/A	N/A
Female	576	100	13.6	42.3	34.7	9.4	59	59.1	55	N/A	N/A
Racial/Ethnic Group											
White	760	99.9	14.5	43	35.2	7.4	57.7	62.3	60	Yes	Yes
African American	290	100	28.4	55.2	14.9	1.5	29.5	31.7	31.7	No	Yes
Asian/Pacific Islander	25	100	16	44	32	8	52	74.9	70.4	I/S	I/S
Hispanic	80	100	29.3	42.7	25.3	2.7	38.7	36.7	38.4	No	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
Disability Status											
Disabled	151	100	68.1	26.2	2.1	3.5	9.9	20.3	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	63	100	40	35	21.7	3.3	33.3	36.1	36.9	No	Yes
Socio-Economic Status											
Subsided meals	295	100	32.8	49.8	15.1	2.3	32.1	34.3	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	1168	99.9	22	42.6	20.5	14.8	47.4	49.5	45.8	Yes	Yes
Gender											
Male	592	99.8	23.9	40.5	21	14.6	46.3	49.9	45.6	N/A	N/A
Female	576	100	20	44.9	20	15.1	48.5	49	45.9	N/A	N/A
Racial/Ethnic Group											
White	760	99.9	16.2	41.2	23.2	19.4	54.8	59.4	59	Yes	Yes
African American	290	100	37.3	47	11.2	4.5	27.2	27.2	26.9	No	Yes
Asian/Pacific Islander	25	100	12	32	32	24	64	75.3	71.3	I/S	I/S
Hispanic	80	100	28	41.3	24	6.7	42.7	37.4	38.1	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
Disability Status											
Disabled	151	100	61	29.1	7.1	2.8	15.6	20.1	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	63	100	31.7	35	23.3	10	38.3	38.4	38.7	No	Yes
Socio-Economic Status											
Subsided meals	295	100	34.3	44.2	16.2	5.3	31.7	32.2	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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I/S–Insufficient Sample

PACT Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	776	100	26.3	38.3	16.6	18.8	35.4	39.3	35.7	96.8	96.5
Gender											
Male	392	100	29.5	29.7	19.2	21.6	40.8	41.6	37.4	96.6	96.4
Female	384	100	23	47.1	14	15.9	29.9	36.9	33.8	97.1	96.6
Racial/Ethnic Group											
White	495	100	19.3	38	19.5	23.2	42.7	49.7	49.2	96.6	96.4
African American	195	100	44	37.9	10.4	7.7	18.1	18.2	17	97.4	96.4
Asian/Pacific Islander	21	100	14.3	52.4	4.8	28.6	33.3	60.9	58	98.3	97.7
Hispanic	55	100	35.3	35.3	15.7	13.7	29.4	23.7	24.9	96.5	96.9
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	97.2	95.3
Disability Status											
Disabled	102	100	65.6	21.9	7.3	5.2	12.5	16.3	14	95.7	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
English Proficiency											
Limited English Proficient	48	100	39.1	41.3	10.9	8.7	19.6	22.6	24.4	97	97.2
Socio-Economic Status											
Subsided meals	195	100	42.1	36.5	14	7.3	21.3	21.3	21.1	96	95.8
Social Studies											
All Students	777	100	25.4	39.3	17.5	17.8	35.3	38.1	34	96.8	96.5
Gender											
Male	385	100	25.1	34.6	19.6	20.7	40.3	41	36.6	96.6	96.4
Female	392	100	25.7	44.1	15.4	14.9	30.3	35	31.3	97.1	96.6
Racial/Ethnic Group											
White	506	100	19.8	41.2	17.5	21.4	39	46.1	44.5	96.6	96.4
African American	194	100	34.8	39.2	17.7	8.3	26	20.5	19.1	97.4	96.4
Asian/Pacific Islander	17	100	35.3	17.6	17.6	29.4	47.1	60.2	58.9	98.3	97.7
Hispanic	53	100	39.6	29.2	16.7	14.6	31.3	27.7	27.5	96.5	96.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	97.2	95.3
Disability Status											
Disabled	100	100	55.4	27.2	9.8	7.6	17.4	17.1	14.4	95.7	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
English Proficiency											
Limited English Proficient	39	100	44.4	30.6	13.9	11.1	25	27.6	27.3	97	97.2
Socio-Economic Status											
Subsided meals	188	100	38.6	34.9	17.5	9	26.5	22.8	21	96	95.8

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	387	99.7	18.9	47.3	27.9	6	33.9
	7	400	99.5	15.3	45.1	35.1	4.5	39.6
	8	383	99.7	17.5	44.4	34.8	3.3	38.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	374	100	21.8	38.7	32.7	6.9	39.5
	7	382	100	16.4	51.1	27.9	4.6	32.5
	8	412	99.8	19.4	47.4	27.7	5.5	33.2
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	387	99.7	14.8	42.1	26.5	16.7	43.2
	7	400	99.5	17.9	45.1	15	21.9	36.9
	8	383	99.7	22.2	51	20.8	6	26.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	374	100	20.3	32.4	28.1	19.2	47.3
	7	382	100	18.3	42.3	19.7	19.7	39.3
	8	412	99.8	27	51.9	14.6	6.5	21.2
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	192	100	36.9	27.9	15.1	20.1	35.2
	7	400	99.5	22.4	37.5	23.2	16.9	40.1
	8	193	99.5	21.4	38.5	25.3	14.8	40.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	189	100	41.6	21.9	15.7	20.8	36.5
	7	382	100	23.2	44.8	15.3	16.7	32
	8	205	100	18.4	40.8	19.9	20.9	40.8
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	194	99.5	12.9	31.2	32.8	23.1	55.9
	7	400	99.5	27.2	35.6	15.6	21.6	37.2
	8	190	100	16.9	60.7	15.3	7.1	22.4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	189	100	10.3	28	26.9	34.9	61.7
	7	382	100	35	39.3	10.7	15	25.7
	8	206	100	20.9	49.5	21.9	7.7	29.6

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample